

**THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN ENGLISH TEACHING
THROUGH INQUIRY-BASED LEARNING IN THE FIRST YEAR
AT SMP N 1 PURWODADI IN 2014/2015 ACADEMIC YEAR**



PUBLICATION ARTICLE

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Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.

Demikian persetujuan dibuat, semoga dapat digunakan seperlunya.

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A. Introduction

In Indonesia, education starts from the kindergarten school up to the university. One of education level is the junior high school. The English teaching in this grade includes important skills such as: listening, speaking, reading and writing. The students must be able to learn all the skills to get the knowledge in English language well.

The factors that may influence the teacher and the students in the teaching and learning process, especially in teaching English are method and approach. It influences teaching and learning process in the school. Method and approach are related each other in teaching and learning process. From method and approach, the teacher can develop teaching materials and media to teach the students. Then, method and approach determine the teaching and learning is conducted properly or not. This can influence the ways of the students to get the knowledge. In other sides, the curriculum also gives influences of teaching and learning process. In Indonesia, the use of curriculum is determined by Indonesian Goverment through Ministry of Education and Culture of Indonesia.

In the year of 2006, Indonesia used Curriculum Education Unit (KTSP) or called 2006 Curriculum. This curriculum based on National Constitution of Indonesia no 20 year 2003 about System of National Education and Indonesian Goverment Regulation no 19 year 2005 about Standart of National Education. The implementation of Curriculum Education Unit is based on National Education Regulation no 24 year 2006 about the implementation of Standart of Content (Standar Isi), and Competency Standard (Standar Kompetensi Lulusan).

However, Ministry of Education and Culture of Indonesia has recently published the new curriculum, called the 2013 curriculum. This reforms is based on Ministry of Education Regulation No. 32 Year 2013 about the National Education Standards (Fauziati, 2014: 155).

The orientation of curriculum of 2013 is the development of the balancing between attitude, skill and knowledge. This is appropriate with Competency-Based Curriculum which also cover all competencies, there are: attitude, knowledge, and skill. One of the aspects must be included in the teaching and learning using Curriculum of 2013 is the change of paradigm of the teacher in teaching and learning activity. In previous time, the centre in the teaching and learning activity is the

teacher, but now the centre is the students. The teacher only becomes a facilitator or moderator to facilitate the students in get learning activity.

In Curriculum of 2013 English teaching and learning process uses scientific approach. Scientific approach has five activities in teaching and learning activity, there are: observing, asking, collecting data, associating and communicating. Five activities in this approach can develop the student's activity in the classroom when teaching and learning. Scientific approach is asking the students to respond to the stimulus from the teacher using the media of teaching and learning. It is different from previous teaching and learning activity that the teacher directly gives all the materials for teaching and learning activity without asking the student's response about the lessons.

But, in Desember 5th 2014 the new national education ministry decided to cancel the use of 2013 Curriculum. Therefore, most of school in Indonesia use school level based Competency-Based Curriculum in the years of 2004. However some school use 2013 Curriculum. One of them is SMP N 1 Purwodadi. This is one of favorite schools. In 2007 this school decided to become a school of International Level (RSBI) based on (Decree of the Director General of the Directorate of Element and Junior Education Ministry of National Education No. 543 / C3 / KEP / 2007). Then this school was got certificate from ISO 9001:2008 from UKAS (<http://goo.gl/0loCDj>). So, this school is considered to be ready use Curriculum of 2013 from The National Education Department.

The researcher conducts research entitled "The implementation of Scientific Approach in English teaching through Inquiry Based Learning in the first year of SMP N 1 Purwodadi in 2014/2015 academic year".

B. Research Method

The type of research is general qualitative research. The writer describes how the implementation of scientific approach through Inquiry Based Learning in the first year of SMP N 1 Purwodadi in 2014/2015 academic year. SMP N 1 Purwodadi is located at the Gadjah Mada street, number 20 Purwodadi-Grobogan Central Java. This research was hold on 15th April - 17th April 2015. The subject of the study is the first year of SMP N 1 Purwodadi in 2014/2015 academic year. The object of the study are; First, the

implementation of scientific approach in English teaching through Inquiry Based Learning at SMP N 1 Purwodadi, which includes; a) objective of scientific approach in English teaching through Inquiry Based Learning, b) the materials and medias of scientific approach in English teaching through Inquiry Based Learning, c) the classroom activities of scientific approach in English teaching through Inquiry Based Learning, d) the syllabus and lesson plan of scientific approach in English teaching through Inquiry Based Learning, e) the teacher's roles and student's roles of scientific approach in english teaching through Inquiry Based Learning. Second, the problems faced by the teacher of English teaching using scientific approach through Inquiry Based Learning at SMP N 1 Purwodadi.

C. Research Finding and Discussion

The researcher gets data of implementation scientific approach through inquiry based learning in english teaching at seventh class of B and C. The data are divided into two parts are: the implementation of scientific approach and problem faced by the teacher.

1. The Implementation of Scientific Approach in Teaching English through Inquiry Based Learning

The research finding into three parts are: general objective such as: objective, materials and media, classroom activity.

a. Objective in Implementation of Teaching English through Inquiry Based Learning

Based interview with English teacher at Office teacher of SMP N 1 Purwodadi, the objective of Scientific Approach in teaching English

through Inquiry Based Learning was “to make students more active in teaching and learning activity”. Specifically in order the teacher can apply procedures of scientific approach such as: observing, asking, experimenting, associating and communicating.

b. The Materials of Teaching English using Scientific Approach through Inquiry Based Learning

Teaching learning activities used materials based on syllabus. The english teacher used material from English Book “When English rings the bell” written by Government of Education and Cultural witten by Asep Gunawan, Yuli Khatimah, and Siti Wachidah. The material about the sosial function and language feature of the song. The lesson learned in twice meeting.

c. The Classroom activities of Scientific Approach in English teaching through Inquiry Based Learning

The first observation was conducted in class B on Wednesday, April 15th 2015 at 07.00 – 08.20 a.m. The second observation was conducted in class C on Thursday, April 16th 2015 at 08.20 – 10.10 a.m. the third observation conducted in class B on Thursday, April 16th 2015 at 11.50 – 13.00 a.m. and the last observation in Friday, April 17th 2015 at 07.00 – 08.20 a.m.

1. Asking

In the second steps in this activities was applied on class B on Wednesday, April 15th 2015 at 07.00 – 08.20 a.m. then second observation was conducted in class C on Thursday, April 16th 2015 at 08.20 – 10.10 a.m.

In this activity teacher gave some questions in the paper and students asks and answer with other friends with guidances from teacher. teacher asked students to moved their chair and make a group with four members. Based on the observation of the researcher with the students.

2. Observing

In the beginning of this steps was done in first and second observations at this school on class B on Wednesday, April 15th 2015 at 07.00 – 08.20 a.m.then second observation was conducted in class C on Thursday, April 16th 2015 at 08.20 – 10.10 a.m.

In this activities the teacher asked some students about song, their favorite song then gave a picture on slide show (A mom feeding baby) and asked students gave the feedback about the picture. The begining of main activitiy, the students was observed the picture in slide show. The observation by individual student, teacher asked to the students about the picture and described after observed the picture in slide show.

3. Experimenting

In the third activities was done on on class B on Wednesday, April 15th 2015 at 07.00 – 08.20 a.m.then second observation was conducted in class C on Thursday, April 16th 2015 at 08.20 – 10.10 a.m.

In this activities the teacher asked students to sing a song together with guidances from the teacher. The media is a keyboard played by teacher self. Then, the teacher asked students to moved their body when singing a song together.

The lyrics of the song was gave by teacher on the paper, one students got one paper of song lyrics. The title is “Mother How Are You Today”. Students singing the song in third times.

4. Associating

In the fourth activity as the continued the steps before was done in the third observation conducted in class B on Thursday, April 16th 2015 at 11.50 –

13.00 a.m. and the last observation in Friday, April 17th 2015 at 07.00 – 08.20 a.m.

In this activities the teacher gave some questions in the paper about the song. The students asked to finish the questions by guidances of the teacher. The students made a group consists four members and choosed one students in every group became a leader of group. From this activities, the student can more actively, but some students became passively and need help from active students to be more active in discussion at classroom.

5. Communicating

This is the last steps on the teaching and learning activities, this steps done on the third observation conducted in class B on Thursday, April 16th 2015 at 11.50 – 13.00 a.m. and the last observation in Friday, April 17th 2015 at 07.00 – 08.20 a.m.

In this activities, the students only communicated and showed their answers from discussion in their group in front of the class and writen in white board. Every group must choosed one students became a leader to writen in white board. In here all group got participated to answered the questions. Based on the observation the resercher with the students.

2. Problems Faced by the Teacher

There are three problems in teaching and learning process at SMP N 1 Purwodadi as follows:

a. The limitation of time

The claases had 40 minutes in every meeting of study. English time's is 2 meeting or 80 minutes in every week and every classes. Class B in day Wednesday and Thursday and class C in Thursday and Friday. This time to teach the basic all skills in english not enough and the amount of students are 30 students.

b. Lack of teaching media

The teacher at this school not all can operate electronic tools. The old teacher feel difficult how to operate this. Only young teacher know and can use electronic tools. The ability of teacher in this school is not same to can following the development of technology and informatic to teach in other media other use English book.

c. Ability and activeness of the students

The teacher said that not all students has same ability in english lesson. Some students master in english lesson, but some students can't study english well. Then, not all students can active while teaching and learning in the classroom. So, students with more ability in english language and actively in the classroom helped their friends while teaching and learning activities.

D. Conclusion

1. The compared the research paper with other previous study.

The researcher found four previous study that had related with her study. The first by Andriyani Mudrikah (UMS, 2012) the entitled The implementation of Inquiry-based learning in teaching writing at the first year of SMA Negeri 1 Gemolong, Sragen. The researcher knew that the implementation of inquiry based learning make it is more easier to study in writing skill. The similarities with this research in research finding, the teacher made students more actively and the situation in classroom can different because used different media in teaching. Then the type of study used qualitative research. That the research also different with this research, the previous study only focused in writing skill, and this research not only about writing skill. About teaching procedures, the previous study used exploration, elaboration and

confirmation but this study used observing, questioning, experimenting associating and communicating and used Scientific Approach.

Then with second previous study by Trianasari (UMS, 2012) entitled The implementation of Inquiry-Based Learning in teaching writing at the second year of SMP Negeri 1 Nogosari, Boyolali. The second previous study made the students more actively in classroom activity. The similarities with this previous study in the type of the study in qualitative research and the method of inquiry based learning. The differences the teacher more dominant in the classroom but in this research the students more actively than teacher, the teacher only be a facilitator in classroom activity. Then only focus in skill writing and the method of inquiry based learning. This study, not only focus in one skill, then this study used approach of Scientific. In teaching procedures, the previous study used exploration, elaboration and confirmation then in this study used observing, questioning, experimenting, associating, and communicating.

Then third previous study by Putri Anif Sangadah (2014) entitled The implementation of Inquiry-Based Learning in teaching English at SMA N 1 Boyolali in 2013/2014 academic year. In this previous study, the teacher used discussion technique to make the students more actively in the classroom to make interaction between students with each other. From this previous study, the similarities such as: the method that used in inquiry based learning, the english teaching not focus only in one skill then used curriculum 2013 that appropriate with this study used Scientific Approach. The differences in the approach that applied in the teaching and learning activity, this previous study used Inquiry Based Method then this study used Scientific Approach through Inquiry Based Learning.

Last fourth previous study by Ariyani Wahyu Utari (2014) entitled The Implementation Of Inquiry-Based Learning In Teaching Writing To The Seventh Grade Student Of SMP Negeri 5 Boyolali In 2013/2014 Academic Year.

Based on the previous study showed that the implementation Scientific Approach through Inquiry Based Learning to make students more actively in teaching and learning activities. The centre of teaching and learning activities are the students, the teacher only be a facilitator and helped their study.

2. Suitably of Principle in the implementation of Inquiry Based Learning.

The method procedures was line with the principles of inquiry based learning. Based on Hosnan (2014: 342) are fifth principles as follows;

a. The orientation of intellectual development.

Activities of teaching and learning to make and help students ability in English mastery can be increase. The main goal of Inquiry learning is developing of thinking.

b. Principle of interaction.

Interaction to make students more actively in teaching and learning activities, with this way the communication can happen.

c. Principle of asking.

In the method procedure of Scientific Approach consists of: observing, asking, experimenting, communicating and communicating. In second steps is appropriate with this principle.

d. Principle of learning to thinking.

All activities study such as: observing, questioning, experimenting, associating and communicating all this method

procedures is the processing of learning to thinking especially in English mastery.

e. Fifth principles: Principle of transparency.

The concepts of this principles the transparency the teacher gave a chance to prove the reality of they learn in the teaching and learning activity that they created. The teacher only be a facilitator in classroom activities.

3. The researcher got three problems faced that have been happened in teaching and learning activities as follows:

a. The limitation of time

This time to teach the basic skill in english such as: listening, speaking, reading and writing not enough to teach all the skill and the amount of students are 30 students. The teacher difficult to teach all students with all basic skills only in 80 minutes

b. Lack of teaching media

The ability of teacher in this school is not same to can following the development of technology and informatic to teach in other media other use English book.

c. Ability and activeness of the students

The teacher made a group to make students more actively and choosed one students be a leader of group. Based on the interviewed with english teacher and based on observation by the researcher, some students feel difficult to be more actively, they be passively because of their ability in English is low or their confidence to talk in front of the class.

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